

## BOARD PUBLIC MINUTES

**Tuesday, December 15, 2020, 7:00 pm**  
**Zoom Meeting**

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley, Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:00 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Penny, seconded by Trustee Jennekens,

THAT the agenda be approved.

Trustee Scott requested that the presentation to Donna Blackburn for years of service include a presentation to Rob Campbell.

The International Mother Language Day delegation was deferred to the 26 January 2021 meeting.

**Moved by Trustee Penny, seconded by Trustee Jennekens,**

**THAT the agenda be approved, as amended.**

**Carried**

3. Presentation to Trustee Donna Blackburn and Trustee Rob campbell

Chair Scott thanked and congratulated Trustee Blackburn for her 10 years of service. Trustee Blackburn was elected in 2010 for zone 3 and her background in social work has made her a strong advocate for students and families across the District.

As the Board's first openly gay trustee, she played an important role in the Board's approach on gender identity and initiated the Board's annual participation in Ottawa's Gay Pride Parade. She has maintained close and constructive relationships with school communities, intervened to ensure student issues were resolved, and contributed to developing and advancing the Board's strategic plans.

Trustee Blackburn has assisted with mental health and addiction challenges that many students face and has actively worked to increase the supports and services offered. She has promoted the Education Foundation and has made strong connections with the Muslim community and worked to increase supports for schools with a high population of newcomers to Canada.

Trustee Blackburn thanked members and noted that it had been an honour serving the District. She mentioned that the "best thing" about being a trustee is working with the many talented individuals at OCDSB.

Chair Scott thanked and congratulated Trustee Campbell for his 10 years of service. Trustee Campbell was elected in 2006 for zone 9, stepped down in 2014, and was re-elected in 2018 for zone 5. Trustee Campbell's background in philosophy and way with words has helped the Board fine tune policies and documents to articulate the Board's intentions. His background in information technology and adept approach to data and data analysis has helped with developing better and more meaningful metrics to access the District's progress in implementing its strategic plan and to make decisions rooted in objective evidence. Trustee Campbell has been a strong advocate for analysis of special education programs and services and has worked diligently to improve their effectiveness. He has also highlighted the need for OCDSB to pursue equity of outcomes for students experiencing poverty or being marginalized. He always critically examines current programs and policies and has initiated a review of the English program to highlight systemic inequities and proposed a review of police involvement in schools.

Trustee Campbell thanked members and noted that the role of trustee and public education is important. He noted that the purpose of these roles can be misunderstood and hoped that he has made a positive impact.

4. Ottawa Police Service (OPS) Presentation

Chair Scott introduced and welcomed Chief Sloly of the Ottawa Police Service (OPS). She noted that many voices have been heard during an extensive review of police services within OCDSB schools; however, the District had not yet heard directly from the OPS.

Chief Sloly thanked the Board for dedicating time and introduced his team; Deputy Steve Bell and Superintendent Jamie Dunlop. Chief Sloly noted that he has previously met with Director Williams-Taylor who has provided him with advice, guidance, support, mentorship, and friendship. He noted that the most important partnership for OPS is with the school districts in the Ottawa area and that the OPS will commit to nurture and evolve the relationship. Although he is proud of the School Resource Officer (SRO) program, there is a need for change and that the OPS is currently reviewing every policy, practice, and program in their jurisdiction under the provincial safe schools framework for an active, engaged, and ongoing relationship/partnership between the police and schools. Chief Sloly was hired into his current position in 2019 by his board to help advance community policing, diversity and equity inclusion, modernizing the police service, and improving the health and well-being of police members. In 2020, the *Police Service Act* required municipalities to have a community safety and well-being plan which focused on addressing systemic racism and discrimination which is a priority for the OPS in all aspects of delivery and will be part of the review moving forward. In 2020-2021 the OPS is committed to addressing systemic, anti-Black and anti-Indigenous racism which includes the review of the SRO program in order to build more effective relationships in the community and with stakeholders.

During the presentation and in response to questions, the following points were noted:

- Raw data collected by OPS examines interactions within schools and categorizes it from a response perspective;
- The OPS Neighborhood Resource Team and a three year study with Carleton University worked to evaluate the financial and social return on investments;
- OPS identified a “gap” in data collection in that they currently do not collect enough information on outcomes of interactions. As the SRO program and youth strategy is developed, it will include more effective evaluation criteria and increased data collection;
- The Ontario government has set up an anti-racism directive around ethnic and demographic based data which will be ethically collected and analyzed.

This framework is being used to develop better practices in audit reviews, standards and regulations assessments, use of force and will be utilized in all other police programs including the SRO program;

- OPS has historically been the most progressive police program in Ontario by being the first to utilize race and demographic based data in analysis of front line operations;
- Carleton University ended a study of historic policing services in Canada and when a practice of placing students in co-op programs was discontinued. Since that time, Chief Sloly has been approached by staff at Carleton University in regards to their desire to continue work with OPS;
- All policing programs, policies, and practices are under review and changes will occur as insights from anecdotes and data from third parties and stakeholders are received;
- In response to a query about any accusations made against SRO Officers about scare tactics used on students, Chief Sloly indicated that if an incident such as this occurs, that OPS be contacted and that a full review would be conducted. Intimidation of students by SROs or officers is unacceptable;
- Most officers entering the police force have post-secondary education;
- Police officers receive 6.5 months of training to be certified as a police officer in Ontario and also require mandatory annual training in addition to SRO training;
- SRO's spend one to two weeks (40-80 hours) in community and internal based training at the beginning of every school year. Training continues throughout the year (four days) to update SRO's in any topical issues at the time;
- Officer training also involves provincially-mandated 12 hours of use of force training including the different use of force options, simulation, and de-escalation-based training;
- Every officer in the SRO program meets the minimum education requirements, in addition to the augmented training and experience in dealing with youth within the community;
- Additional training will be provided to officers, including SRO's, if the review indicates it is necessary;
- There is a mandatory and legislative requirement for officers to be placed in schools as they bring a different skill set and level of interaction with students and staff;

- Any reports or complaints of targeted discrimination by police in schools will be taken seriously and the OPS will conduct an investigation;
- The OPS is working on building relationships with students and communities that may lack confidence or trust with police, especially with marginalized communities, including Black, Indigenous, and People of Colour (BIPOC) communities;
- The SRO program in every city is unique;
- The current Ottawa SRO program was designed in consultation with the four area school boards and key community partners to create the best model for positive and proactive police engagement in schools;
- Policing is provincially funded and there is municipal, provincial, and federal interest in social services and social safety as it supports all Canadians;
- The OPS could align resources with the school districts, however, this would require a more fulsome partnership where both organizations share information, trust, and collaboration for the most effective social return on investments moving forward;
- Some students do not feel comfortable with a police presence in schools; however, there are many examples of officers engaging with those who have had a poor relationship with police whose relationships have been restored with professionalism and compassion. The OPS will be working with stakeholders and community leaders to develop methods to improve trust and confidence within schools and communities;
- The OPS review of the SRO program will consult with youth to help guide and lead the conversation on how best to engage students within schools;
- Dialogue with the most affected voices will help direct resources and guide police engagement;
- The OPS understands that a fully uniformed officer can be intimidating and that officers wearing plain clothes may send a better message to students; however, the primary duty of an officer is to respond to emergency situations and the uniform aids in identifying an officer. There may be an option to eventually remove certain layers of the uniform;
- The police uniform helps engage elementary students who can ask questions about police gear and purpose;
- The municipal budget of approximately \$200,000 will be used for police training in anti-Black and anti-Indigenous racism in 2021 and will be expanded over the course of the year. Experts and the community will be involved in the design, delivery, and evaluation of the training;

- Every member of the OPS will receive diversity and anti-racism training and those directly involved in community programs such as the SRO program will receive it first;
- The purpose of the proactive officer drop-in at schools are usually at the request of the principal but can include meeting with school staff regarding weekend property damage, following-up on reports or complaints, engaging with or coaching students, answering questions from students and staff, and meetings with parents. The main reason is for police and students to be familiar with each other so that the officer can be part of the school community;
- Of the over 7,000 calls for police services in schools only 63 charges were laid. While privacy is preferred, arrests could take place on school property depending on circumstances;
- Protocol to accompany safe school policy in Ottawa was last reviewed in 2011 and OPS is willing to revise and negotiate the multilateral agreement;
- If there is a traumatic incident within a community, OPS has a major incident protocol where a local officer will reach out to the councillor of that particular ward. The councillor will then send notifications on how the incident is being dealt with and the community then provides feedback. If deemed necessary, a community meeting will be held which includes school communities and the SRO will address any students who may be impacted;
- When asked to comment on the “school to prison pipeline”, Chief Sloly noted that biases and systemic discrimination exist in society and systems and policies can become unbalanced over time. OPS has publicly committed to recognize and address racism in all forms; however, if one part of the “pipeline” is addressed and not the others then the problem will continue to exist. He reiterated the importance of the connection between OCDSB and OPS through the SRO program and that the relationship is critical to make the system work as a whole;
- SRO's will be one of many voices engaged for perspective as part of the OPS's review of the program;
- OPS will be examining staffing levels as part of community safety and well-being that will include SRO's, neighbourhood resource teams, and other teams to ensure officers in these programs are not overstretched;
- Chief Sloly noted that there is a legislative requirement for OPS and the District to work together and that the relationship with Director Williams-Taylor has been effective in strengthening the partnership and in identifying areas for improvement. He noted that reviewing the SRO program separately is unproductive, will take longer, and will incur more funding. The more

coordinated OPS and the District can be, the more likely it will result in a productive outcome;

- Chief Sloly expressed concern that this is the first opportunity that the OPS was given to consult with the Board;
- The timeline for the OPS review is aligned with the OCDSB review;
- The OPS review needs to hear from voices of all community partners including OCDSB to ensure better outcomes within the community;
- OPS school incident response data can be shared, however, some information may be withheld due to privacy concerns;
- OPS will engage with privacy specialists to ensure data is shared as much as possible with OCDSB and other community partners; and
- Phase one of the SRO program consultation plan will involve consultation with OPS in the development of the preliminary findings and recommendations between October 2020 and April 2021.

5. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier this evening and reports and recommends as follows:

**Moved by Trustee Campbell in substitution for Trustee Scott, seconded by Trustee Penny,**

**THAT staff proceed, as directed in Board in camera, with respect to a financial matter.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Moved by Trustee Lyra Evans, in substitution for Trustee Schwartz, seconded by Trustee Penny,**

**THAT staff proceed, as directed in Board in camera, with respect to a personnel matter.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Moved by Trustee Lyra Evans, seconded by Trustee Penny,**

**THAT staff proceed, as directed in Board in camera, with respect to the Director evaluation.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

6. Briefing from the Chair of the Board

Chair Scott wished happy holidays to all in the community and although there may be some differences this year, she hoped everyone would enjoy the break.

She noted that holidays can be a stressful time for many and that these feelings may be heightened this year due to limitations on seeing loved ones and other COVID-19 related challenges. Over the holiday period, it is important to focus on what is possible to support mental health of oneself and family. She reminded students, staff, families and the community that “it is ok to not be ok,” and that resources are available for those seeking assistance. The OCDSB has been sharing information on social media on managing stress and anxiety as well as contact information for local crisis lines and other community resources.

OCDSB Superintendent of Instruction Prince Duah participated in a discussion on Black men in educational leadership, hosted by the Administrators’ Black Caucus of Ontario. It was an excellent conversation on the experiences of presenters and strategies to disrupt Anti-Black racism and a link has been shared on the OCDSB website.

7. Briefing from the Director

Director Williams-Taylor noted that it will take a community to help recover from the effects of the pandemic. For many years, local businesses have generously supported school events across the District through donations and volunteer



hours. She encouraged families and those who are able to do so, to support local businesses at this time. This could include buying a gift card to your favourite local store or ordering a take-out dinner for your family.

She also noted that those with the means should consider supporting local charities as they are a vital part of the community and the pandemic has forced many charities to suspend fundraising activities for 2020. A donation to a charity as a gift provides an opportunity to discuss philanthropy with children and how we can all spread some kindness this holiday season.

The winter break will take place between 21 December 2020 and 1 January 2021 during which schools will be closed. The first day back to school is 4 January 2021. Students are asked to bring any personal items home before the break.

Director Williams-Taylor hoped everyone in the community - students, families and staff - has an opportunity to rest and relax during the break. She recognized the hard work and commitment of staff and wished all happy holidays and that the District looked forward to welcoming students and staff back to school in the new year.

## 8. Delegations

### 8.1 Shah Bahauddin, Re. International Mother Language Day

### 8.2 Canterbury Parents Advocacy Group Re. Consideration of Music Performance in High Schools

Paula Walsh-Bergin and Elizabeth Moreau presented their delegation and informed the Board that they hoped to provide input to Canterbury High School, the Board, and Ottawa Public Health (OPH) in order to update the music performance guidelines to safely and creatively allow music in Canterbury and other schools. Ms. Walsh-Bergin noted that participation and performing music provides academic and mental health benefits to students. She drew attention to national and international research that outlined approaches to safely re-introduce performing music.

Ms. Moreau noted that Public Health Ontario published an evidence review update in November 2020 regarding singing and wind instruments. She noted that there is evidence to support COVID-19 transmission during singing, however, the evidence was limited to a small number of observational studies and experimental models and less than 1% of “super-spreader” events were related to singing. She added that there are no published reports that indicate wind instruments contribute to COVID-19 transmission. Performance organizers (music teachers) can mitigate COVID-19 transmission through OPH safety measures such as distancing, mask wearing, hand washing, and not sharing instruments.

Canterbury Parents Advocacy Group is willing to provide material supports, if necessary, to allow the Canterbury music program to proceed as safely as possible.

During the discussion and in response to questions, the following points were noted:

- Opportunities to continue the music program could extend to other schools in the District including Ottawa Carleton Virtual (OCV) students;
- Cohorts in Canterbury are organized alphabetically which provides an unbalanced number wind, string, and vocal music students in each cohort which is not ideal;
- OPH responded that they are aware of the suggested guidelines and the delegation hoped that OPH and the Board would work together to update their guidelines based on the current situation and information from international studies;
- Staff are open to collaborating with OPH to resume the music program providing the health and safety of students and staff are prioritized; and
- Canterbury Parents Advocacy Group will send the Board the most recent documentation from OPH.

#### 9. COVID-19 Update

Director Williams-Taylor advised that as of 15 December 2020, the OCDSB has 29 active student cases of COVID-19 and 4 active staff cases, with 1 closed class. The District has a total of 258 resolved cases. The commitment of families and staff to follow public health guidelines and school safety precautions has been instrumental in keeping the numbers low in the District.

The Ministry has advised that there will not be any daily COVID-19 reporting while schools are closed for the holiday break. Reporting will resume when schools reopen. The District will continue to liaise with Ottawa Public Health (OPH) and will support any communication to families that OPH requires during that closure period.

As the winter break approaches on 18 December 2020, the District will continue to reinforce OPH messaging around the importance of following safety guidelines. The District acknowledged that efforts to reduce the spread of Covid-19 require collective commitment to refrain from gathering with persons from outside of households. The District will send messaging to families and will resume daily self-assessment reminders on 2 January 2021 as families prepare for the return to school on 4 January 2021.

Director Williams-Taylor extended her sincere thanks to all staff for the tremendous amount of work they have done to keep schools safe, as well as communities, families, and students.

10. Matters for Action

10.1 Confirmation of Board Minutes:

10.1.a 24 November 2020

**Moved by Trustee Ellis, seconded by Trustee Hough,  
THAT the 24 November 2020 Board minutes be confirmed.  
Carried**

10.1.b 1 December 2020 Board Organizational Meeting

**Moved by Trustee Lyra Evans, seconded by Trustee Ellis,  
THAT the 1 December 2020 Board Organizational minutes be  
confirmed.  
Carried**

10.2 Business Arising from Board Minutes

There was no business arising from the 24 November 2020 Board minutes.

10.3 Receipt of Committee of the Whole Minutes, 8 December 2020

Moved by Trustee Penny, seconded by Trustee Lyra Evans,

THAT the 8 December 2020 Committee of the Whole minutes be confirmed.

Chair Scott noted that the report did not indicate that there was a recess between agenda items 7.2 and 7.3.

Chair Scott noted that Trustee Fisher was assumed the chair until and including item 7.2.

Chair Scott noted that Trustee Penny assumed the chair for item 7.3 for the remainder of the meeting.

**Moved by Trustee Penny, seconded by Trustee Lyra Evans,  
THAT the 8 December 2020 Committee of the Whole minutes be  
confirmed, as amended.**

**Carried**

10.3.a Approval of a Study, Consultation Plan and Timeline for the New Half Moon Bay Elementary School

**Moved by Trustee Blackburn in substitution for Trustee Scott, seconded by Trustee Penny,**

- **THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this study; and**
- **THAT the timeline and consultation plan attached as Appendix B and C to Report 20-081, be approved in order to consult with local school communities and the public (Attached as Appendix A and B).**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.3.b Approval of a Consultation Plan for a Human Rights Policy

**Moved by Trustee Ellis, seconded by Trustee Penny,**

**THAT the Consultation Plan for the development of an OCDSB Human Rights policy, attached as Appendix A to Report 20-084, be approved as amended (Attached as Appendix C).**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.3.c Review of the High Performance Athlete Program

This item was is a non-consent item and was dealt with later in the meeting

Moved by Trustee Blackburn, seconded by Trustee Penny,

- A. THAT staff develop a plan to diversify our approach in how we support students in the OCDSB with an elite athlete profile in all schools;
- B. THAT staff be directed to undertake the short term work as outlined in the report; and
- C. THAT staff provide the Board with an update on the work done to develop a community school approach to support high performance athletes across the District in the spring of the 2021-2022 school year.

During the discussion, the following points were noted:

- In response to a query, Director Williams-Taylor noted that it is premature to commit to whether the High Performance Athlete (HPA) program may be congregated, expanded, disbanded, or otherwise changed;
- The HPA program will have an inclusive approach and will be driven by an equity lens;
- Students that are heading into secondary school that qualify for the HPA program, but may have economic or other societal barriers, could be supported through community partnerships and resources;
- This is an opportunity for the HPA Coordinator to continue doing the same work but to also include all students within the District; and
- Although a congregated program would allow peers to sympathize with the rigors of training, it would not address students that wish to access the HPA program and to remain at their local schools across the District;

**Moved by Trustee Blackburn, seconded by Trustee Penny,**

- A. THAT staff develop a plan to diversify our approach in how we support students in the OCDSB with an elite athlete profile in all schools;**
- B. THAT staff be directed to undertake the short term work as outlined in the report; and**
- C. THAT staff provide the Board with an update on the work done to develop a community school approach to support high performance athletes across the District in the spring of the 2021-2022 school year.**

### **Carried**

A recorded vote was held and the motion was carried on the following division:

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz and Scott (11)

AGAINST: Nil (0)

ABSTENTION: Trustee Fisher (1)

10.3.c.a Supplemental Information - Memo 20-116 High Performance Athlete October 2020 Survey Summary

Memo 20-116 was provided for information

#### 10.4 Non-Consent Items

#### 10.5 Report 20-087, Approval of the 2020-2021 Board Work Plan (M. Giroux)

Your committee had before it Report 20-087 to approve the key areas of focus and the Board work plan for the 2020-2021 school year.

Moved by Trustee Penny, seconded by Trustee Schwartz,

THAT the Board approve the 2020-2021 Board Work Plan and Key Areas of Focus as outlined in Appendix A to Report 20-087 (Attached as Appendix D).

During the discussion and in response to questions, the following points were noted:

- Trustees Scott, Fisher, Hough, and Campbell reviewed the work plan prior to the presentation the Board;
- The new presentation format of the Board work plan was suggested by Ms. Guthrie, Manager of Board Services;
- There are fiduciary tasks that are included; however, discretionary items require discussion of the timeline and uniqueness of the 2020/2021 school year;
- Trustee Campbell raised concern regarding opportunities for governance discussions and queried how much progress is accomplished during Board retreats;
- Placeholder meetings could be scheduled to discuss governance issues later in the calendar year as required;

- The time frame in the Board work plan only consists of a start date which would allow for opportunities to build on governance discussions into the ongoing work and dialogue of the Board;
- The work plan is overloaded in many ways, specifically in the cyclical policy review and the advisory committee review;
- Regular succession planning updates in camera may require more in-depth discussions;
- The work plan will be used to inform agenda planning meetings and may be prioritized when unforeseen issues arise; and
- Flexibility and space in the work plan should be considered and planned for if important issues or emergencies arise.

**Moved by Trustee Penny, seconded by Trustee Schwartz,**

**THAT the Board approve the 2020-2021 Board Work Plan and Key Areas of Focus as outlined in Appendix A to Report 20-087 (Attached as Appendix D).**

**Carried**

A recorded vote was held and the motion was carried on the following divisions:

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (11)

AGAINST: Trustee Ellis (1)

ABSTENTION: Nil (0)

## 11. Matters for Discussion

### 11.1 Report 20-114, Equitable Recruitment and Hiring Policy (McCoy)

Your committee had before it Report 20-114 for discussion of a draft hiring policy (Equitable Recruitment and Hiring of Teachers Policy, P.105.HR, Appendix A) to align with the requirements of the draft Policy/Program Memorandum (PPM) - Teacher Hiring.

Chair Scott noted that the deadline for the Board to have a teacher hiring policy has been extended and that staff will be working from input provided at the 8 December 2020 COW meeting for possible approval at the 26 January 2021 Board meeting. She added that the purpose of this discussion is to allow any additional comments and not to reiterate already mentioned points.

**Moved by Trustee Ellis, seconded by Trustee Campbell,**

## **THAT the Board adopt rules of Committee.**

### **Carried**

During the discussion and in response to questions, the following points were noted:

- The guiding principle is one of the key principles reflected in the Indigenous, Equity, and Human Rights Roadmap and in the hiring policy. This pertains to having a diverse workforce so that students see themselves represented in staff;
- Student and staff surveys will be one method used to measure relative diversity of students and staff;
- Survey data will be used as the baseline to measure progress in closing the “gap” in diversity representation;
- Item 3.3 of the Guiding Principles section of the policy demonstrates the Board’s commitment to enhance staff capacity to understand and support students through their own lived experiences as part of the hiring process objectives;
- In the event of a conflict between the hiring policy and the Collective Agreement, the Collective Agreement will take precedence over the policy;
- The hiring policy does not require that the Board set targets in hiring certain racial demographics; however, it also does not preclude the option to do so moving forward;
- Favouritism should be avoided as the hiring policy, procedures and processes will ensure principals have a good understanding of equitable principles to ensure that their decisions are fair, hiring decisions can be defended based on established hiring criteria;
- Staff and trustees should be mindful of the concerns that led to *O. Reg. 274 Hiring Practices* being established and the impact when principals were limited in the seniority-based hiring process. We do not want to return to this and must ensure hiring is fair and equitable through training and monitoring;
- The hiring policy will allow principals to consider other broader experiences such as the lived experiences of underrepresented groups to diversify the workforce;
- The hiring procedures will include a requirement to try and ensure diverse hiring panels;



- Most hiring is done at the school level and capacity for central participation is not possible at this time due to hiring volume; however, human resources will monitor hiring wherever possible;
- The District has considered having a pool of pre-qualified candidates and will explore this option more fully in the transition from *O. Reg. 274*;
- The number of years of teaching experience would be considered as part of the hiring process;
- The intention of the mobility aspect of the hiring policy is to remove barriers and allow those who recently relocated to the area to have an opportunity to apply, although an interview will not be guaranteed. The draft wording will be revised to reflect this intent;
- When hiring, technical qualifications will be considered prior to other aspects such as school to school community and how certain types of experiences would benefit specific schools based on unique needs to create the best program for students;
- The monitoring and evaluation section of the Ministry of Education Policy/Program Memorandum is not currently reflected in the hiring policy and will be included in the revised version; and
- The current plan is that the hiring policy will be reviewed again for approval at the 26 January 2021 Board meeting.

**Moved by Trustee Ellis,**

**THAT the Board resume rules of Board.**

**Carried**

11.2 Report from OPSBA Representatives (if required)

There was no report from the OPSBA Representatives.

11.3 Ministry Update (if required)

There was no update from the Ministry.

12. Matters for Information

13. New Business -- Information and Inquiries

Chair Scott extended best wishes to all who are celebrating the holiday.

14. Adjournment

The meeting adjourned at 10:25 p.m.

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Lynn Scott, Chair of the Board